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ABSTRACT

A study determined the feasibility of a mobile laboratory for marketing and distribution in North Dakota. It attempted to answer four questions: (1) What types of staffing, equipment, curriculum, and delivery systems are presently being utilized in mobile laboratories throughout the nation? (2) What significant information obtained from mobile laboratory instructors could be useful in the development of distributive education mobile laboratories? (3) What type of curriculum (content, projects, activities) could be offered in mobile laboratory programs? and (4) What are the present degrees of interest of local school administrators regarding the concept? Activities included reviewing the literature: developing a summary of significant plans, models, curriculum guides, recommendations, etc., applicable to marketing and distributive occupations: obtaining recommendations concerning mobile laboratory curriculum and equipment for experienced vocational educators: soliciting information from high school administrators concerning their interest: and developing an outline of significant mobile laboratory recommendations, features, and plans appropriate for implementation in school systems. (The curriculum plan developed is provided as a guide for teacher-coordinators of mobile laboratory programs in planning curricula. It includes curriculum units with suggested sequenced weeks of instruction. Appendixes include the instructor's and school administrator's questionnaires.) (YLB)

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ED189455

A Feasibility Study for Mobile Marketing and Distribution Occupational Laboratories in North Dakota.

Principal Investigator: Dr. Donald P. Kohns, Associate Professor, Distributive Education

Institution: University of North Dakota

LOCATION: 365 Gamble Hall, University of North Dakota, Grand Forks, ND 58202

CE 026 143

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROJECT ABSTRACT

Title: A Feasibility Study for Mobile Marketing and Distribution Occupational Laboratories in North Dakota.

Principal Investigator: Dr. Donald P. Kohns, Associate Professor, Distributive Education

Institution: University of North Dakota

Location: 365 Gamble Hall, University of North Dakota, Grand Forks, ND 58202

Objectives of Project:

1. To conduct a review of published US Office of Education, state and local projects, studies, and articles related to mobile occupational laboratories.

2. To identify significant features, designs, plans, models, demonstrations, evaluations, etc. related to mobile occupational laboratories in North Dakota.

3. To obtain recommendations concerning the design and implementation of a mobile occupational laboratory from selected, experienced vocational educators who have utilized such laboratories.

4. To identify various curriculum plans that are presently being implemented via the mobile laboratory concept.

5. To offer recommendations concerning the equipping of mobile laboratories and organizing of curriculum delivery systems for North Dakota vocational programs.

Procedures of Implementation:

1. Conduct an ERIC computerized search and other reviews of the literature of published USOE, state and local studies, projects, articles, etc. related to the mobile occupational laboratories.

2. Develop a summary of significant plans, models, curriculum guides, recommendations, etc. applicable to marketing and distributive occupations.

3. Confer via letter, telephones, or personal visit with experienced vocational educators to obtain recommendations concerning mobile laboratory curricula and equipment.

4. Confer with North Dakota high school administrators concerning their interest in implementing the mobile laboratory program.

5. Develop a formal report outlining significant mobile laboratory recommendations, features, plans, etc. appropriate for implementations in North Dakota school systems.

Contribution to Vocational and Technical Education

In certain outlying communities in North Dakota, it is not feasible to offer a comprehensive marketing and distribution program due to a lack of such resources as modern model/school store facilities, local training station opportunities, trained staff and local funding. A feasibility study of mobile laboratory equipment and curricula would provide necessary planning information for state and local vocational administrators and teacher-coordinators considering the adoption of this type of educational delivery system.

Outcomes of the Study

1. Based on the results of the returned mobile laboratory questionnaires, three states are operating distributive education mobile laboratories at the present time; South Dakota, Kentucky, and Florida. However, different types of programs are offered in each of the states. South Dakota offers an eighteen week high school program, Kentucky offers two, twelve week cashier/checker programs, and Florida offers a two week cashier/checker program at the high school level.

2. Based on the results of the returned questionnaires from administrators, over 65% of the administrators surveyed were at least moderately interested in a mobile laboratory program.

3. Curriculum recommendations from mobile laboratory and model store coordinators provided the basis for the proposed eighteen week curriculum plan.

4. Blueprints of the South Dakota distributive education mobile laboratory could be used as a guide in planning a similar mobile unit for North Dakota.

Recommendations For Further Study

1. A closer look must be taken at possible test site location(s) for a distributive education mobile laboratory in North Dakota.

2. More detailed information of equipment and construction costs must be gathered before advanced planning can begin.

INTRODUCTION

Recent literature predicts a decline in high school enrollments within the next ten years. It is the school's responsibility to prepare students for the future, whether it be academically or vocationally. In recent years, certain smaller midwestern high schools have decided to reduce vocational education offerings due to the total declining enrollments. Because of their elective status, vocational programs are sometimes dropped from the course offerings.

By reducing vocational programs, the opportunities which a smaller school affords are limited as compared to those from larger schools. Yet the graduates must all compete equally in the world of work. The business world will obviously hire an experienced, knowledgable person over one who is inexperienced. Therefore, smaller schools are faced with a dilemma. They need to prepare students for the future, yet funds and declining population trends force them to discontinue needed vocational programs.

One solution to this problem might be the utilization of mobile laboratory units on a shared basis by several small high schools. The mobile laboratory concept, an adaptation of the multi-district vocational center, brings the classroom to the students rather than the students to the classroom.

A mobile laboratory unit is a transportable facility which is operated and decorated like an actual retail establishment. The unit

is used as both a classroom and a model/school store facility. The unit is located at each school for a certain length of time. With a mobile unit such as this, all staff, equipment, and costs can be shared among the cooperating schools.

PURPOSES OF THIS STUDY

The overall purpose of this study is to determine the feasibility of a mobile laboratory for marketing and distribution in the state of North Dakota. Specifically, it has attempted to answer the following questions:

1. What types of staffing, equipment, curriculum, and delivery systems are presently being utilized in mobile laboratories throughout the nation?
2. What significant information obtained from mobile laboratory instructors could be useful in the development of distributive education mobile laboratories in North Dakota?
3. What type of curriculum (content, projects, activities, etc.) could be offered in a distributive education mobile laboratory program?
4. What are the present degrees of interest of local school administrators,not presently offering distributive education programs, regarding the mobile laboratory concept?

NEED FOR THE STUDY

Currently in North Dakota, most distributive education programs exist only in the larger communities where marketing and distributive occupational experience is more readily available. The mobile laboratory concept could provide students of smaller communities the opportunity to explore marketing career options

and develop entry-level occupational competencies. Whether the mobile laboratory is offered in conjunction with the traditional employment training stations or is the only training station in a community, it can provide supplementary occupational learning experiences. Other states have successfully implemented mobile laboratory programs in many areas of vocational education. The purpose of this study is to determine if a mobile laboratory in distributive education is feasible for this state.

DEFINITION OF TERMS

For purposes of this study, definitions of common terms used will be as follows:

Mobile Laboratory Unit - A mobile classroom in a mobile home facility which is operated and decorated like an actual retail establishment. The unit is used as both a classroom and a model/school store facility.

Cooperative On-The-Job Training Program - An educational program developed and supervised jointly by the school teacher and employer in the community. The program provides students with an opportunity to combine in-school instruction and on-the-job training.

Delivery System - A system for providing mobile laboratory programs through various scheduling, staffing, facilities and curriculum plans.

Model Store - A marketing laboratory that is stocked and arranged to replicate an actual store physical environment. The simulation and role playing activities are related to marketing activities occuring in normal store operations. The model store totally simulates store operations and as such does not engage in any actual selling. When "open for business" the model store becomes a school store. (1)

School Store - A marketing laboratory that is stocked with saleable items, resembles an actual retail store layout, and is actually open and engaged in selling merchandise on a limited scale. A school store may be used as a model store when not "open for business". (1)

REVIEW OF RELATED LITERATURE

Educational Resource Information Center (ERIC) searches were conducted of various studies, projects, reports, articles, etc., which were related to the mobile laboratory concept. Summaries of such information sources are offered to provide insights, recommendations, suggestions, etc. to individuals studying the mobile laboratory concept. The overall purpose of this section is an attempt to answer the first question of the study: "What have other states done with mobile laboratories in relation to vocational education, specifically distributive education." Other related studies are reported in this section in addition to distributive education.

ED109434 - ERIC Search Number

"Pace Center: A Mobile Career Information and Exploration Center"
Bingham County Developmental Career Education Project.

Address: Bingham County Career Education Program
Blackfoot, Idaho 83221

Background Information

The Programmed Activities for Career Exploration (PACE) Center is an exemplary project in vocational education funded by the U.S. Office of Education. The purpose of the mobile career center is to provide career information to assist individuals in selecting a career. A career information aide works with the counselors at each school in developing goal-setting and planning activities for sophomore year students. Five high schools participate in this project

with the center scheduled at each site once during the semester. Initial costs per student was $11 for the establishment of the center. Operation budgets beyond the first year were reduced to $3 per student.

Significant Implications and Recommendations

This paper gave a detailed budget summary of facilities and equipment. The PACE Center is a mobile unit built by a mobile home builder. Construction conformed to trailer-house standards to minimize the cost factors of custom building the units. The unit is towable and the frame is reinforced with tandem axles and electric brakes. Six storable leveling jacks and two portable stairs are provided for each unit. The inside of the unit has no cross walls and includes fluorescent lighting, wall-to-wall carpeting and a self-contained electric furnace with integral refrigerated air-conditioning. Although this is a career unit, the construction may relate to any mobile unit.

ED136048 - ERIC Search Number

"Report of the Northwest Area Schools Multi-District Secondary Occupational-Vocational Training Program"
Author: Drenkjajn, Clarence
1976

Address: Northwest Area Schools Multi-District Secondary Occupational-Vocational Education Center
904 Sixth Avenue West
Lemmon, South Dakota 57638

Background Information

This publication discusses the objectives of an exemplary project in sparsely populated northwestern South Dakota. Nine schools were involved in this project which provided a variety of vocational education courses to secondary and adult students of the area. These educational opportunities would not have been feasible if undertaken by an individual district due to limited financial

resources and the small number of students.

Within a three year span, 1974-76, nine mobile units were constructed and equipped as a mobile classroom for eight vocational education programs; agri-technology (2 units), electricity, electronics, food occupations, auto mechanics, health occupations, general metals, building trades, sales and distribution. A mobile unit was located at each school in a semester basis; therefore, making eight of the nine units available at each shool within a four year period.

Significant Implications and Recommendations

Six mobile units were 14X60 with the first two units being slightly smaller, 12X60. The staff's experience and creativity was found to be the most effective and least expensive means of obtaining equipment and instructional materials. Financing for the project was funded through federal, state, and local sources. Federal funds were received from Part D (exemplary program) funds and Part B (basic program grant funds) totaling over a three year period of $370,731 and $82,142.74, respectively. State reimbursement, within the same three year periods, totalled $27,021.18. Local financial support from the nine school districts totalled $189,000 for the same three year period.

A project apprasial was conducted in March of 1976, with very positive responses from students, administration, and legislators. A strongly affirmative reply was made by multi-district Board Chairman, Andrew Fischbach; "I think that in general the mobile units have exceeded expectation...With our limited enrollments and very limited financial abilities this is the only possibility we have of exposing our students to a variety of vocational areas that may create an interest in a career...I would highly recommend a similar cooperative

effort in any sparsely settled area where people are willing to cooperate for the benefit of all students."

ED056802 - ERIC Search Number

"Florida Compensatory Migrant Learn and Earn Program - An Evaluation"
Author: Cage, Bob N.
August 1971

Address: Migrant Section
Florida State Department of Education
Knott Building
Tallahassee, Florida 32304

Background Information

This report was an evaluation of the Migrant Compensatory Learn and Earn Program instituted by the Migrant Section of the Florida State Department of Education during the 1970-71 school year. Thirty mobile units housing four pre-vocational programs were set up at twenty-one school campuses across five counties; fifteen units on junior high campuses, four on high school campuses and two units on elementary school campuses. Twenty mobile units housed the auto tune-up and the supermarket-cashiering programs, with the remaining ten units containing the hospital-housekeeping program.

The main objective of the Florida Learn and Earn Program was to help each child develop a more positive self-concept by providing opportunities for success and experience in a real world situation. Each unit provided an environment for learning with only minor problems occuring.

Significant Implications and Recommendations

Late arrival and delay in set-up was one problem of short duration. Difficulty in locating qualified trained and experienced assistants for each teacher was another problem. Workshops were

conducted to acquaint everyone (teachers and assistants) with the program purposes, equipment and materials which should be used in the mobile classrooms. The mobile units were sometimes set apart from the rest of the school. They were unable to use audio-visual and library materials which were available at the participating schools. Each unit determined the number and selection of students, number of hours students would spend at the mobile unit and the number of weeks each student would remain in the program.

EJ132538 - ERIC Search Number

"Classroom on Wheels"
Modern Schools
February 1976, pp. 8-9

Address: 2132 Fordem Avenue
Madison, Wisconsin 53701

Background Information

Many school districts, unable to provide special educational activities for its students because of lack of funds, sparse population, or rural isolation, are finding the best solution may be classrooms on wheels. South Dakota and South Carolina have both adopted vocational education programs housed in a transportable classroom unit.

The South Dakota program includes nine units working between nine school districts in the northwestern part of the state. Each unit is fully equipped for a specific vocational course, including all equipment, software, curricula and instructor training for the courses. These units measure 12X60 with 720 square feet of instructional area. Each unit will be located at a school district for nine weeks, then rotated to another school so that over a period of two years, all courses will be available to all students.

Significant Implications and Recommendations

This transmodual learning system was federally financed and approved by the State Division of Vocational Education. The director of Vocational Education, E.B. Oleson, encouraged the nine school districts to implement the Transmodular System saying, "... The transmodular system looks like an excellent way to give students who are disadvantaged through rural isolation the preparation they need to go on to post-secondary institutions, apprenticeship or college."

The South Carolina unit housed graphic arts training to students of Dillon County. Due to limited funds, for a permanent structure, this mobile unit provided a classroom-on-wheels for hands-on training. The classroom is a 12X60 foot trailer fully equipped with an open bay concept for the teaching of all the shop courses. The mobile graphic arts course has earned a good reputation and is now offering night courses for anyone interested in this vocation.

EJ028277 - ERIC Search Number

"Relocatable School Buildings Have Lost the Ugly Duckling Status"
Modern Schools
November 1970, pp. 4-7

Address: 2132 Fordem Avenue
Madison, Wisconsin 53701

Background Information

The demand for portable, relocatable buildings is greatly increasing due to the shortage of classrooms. Classroom shortages have occured in both urban and rural areas for a variety of reasons, expanded curriculums, tightening school budgets, constant mobility of the population, to name a few. Relocatables have been found to be an answer

to this shortage problem. All three types of relocatables, (mobile, portable, and demountable) may contain several rooms with carpeting, furnishings, plumbing, heating, and lighting.

Significant Implications and Recommendations

The mobile unit is factory-built and fully assembled similar to a mobile home. Unit ventilators with electric heat and self-contained cooling eliminate the need for piping and duct work to the main school building. The units' size usually depends on the needs of the school district, ranging from one classroom for twenty, to an entire school complex. School authorities have found relocatable buildings constructed of many room units as an answer to their financial problems as well, since they can be leased or purchased outright.

ED069143 - ERIC Search Number

"Audio Visual Mobile Instructional Laboratory Project"
Director's Report 1970-71
Author: Mark Goodman
November 1971

Address: Audio Visual Laboratory
Minneapolis School Administration Building
107 Broadway Northeast
Minneapolis, Minnesota

Background Information

This project is an in-service training program to acquaint teachers with the most effective media and methods available to achieve their specific instructional objectives and provide instruction in operating the necessary equipment. Teachers are released from duties for one-half day to participate in this program, which involves thirty hours of laboratory time. The program of instruction is conducted in a mobile van with one media specialist as the instructor.

The program has been in existence since 1966 and has had very favorable responses from participating teachers. This basic instruction has revitalized their programs of instruction.

Significant Implications and Recommendations

The mobile laboratory is contained in a large van with demensions of 22 feet long by 8 feet wide and 7 feet high. A 7½ kilowatt gasoline powered generator supplies the power to operate all equipment and maintain temperatures. All types of audio-visual equipment (production and instructional materials) are provided for those teachers participating in the program. An annual operating budget of $29,073 is needed for salaries, supplies and maintenance.

ED103636 - ERIC Search Number

Project Model: Mobile Occupational Development Education Laboratories
Second Annual Report
July 1974, pp. 7-12

Address: Massachusettes State Department of Education
Division of Occupational Education
54 Rindge Avenue Extension
Cambridge, Massachusettes 02140

Background Information

Project Model is an experimental project of the State of Massachusettes federally funded through the Vocational Amendment Act of 1968. Project MODEL (Mobile Occupational Development Education Laboratories) was designed to provide four fully staffed and equipped evaluation job training mobile units to those agencies that work with special populations such as the handicapped and disadvantaged.

Each of these mobile units would spend from two to twelve weeks at one agency not only working directly with the handicapped and disadvantaged, but also providing specialized instruction to encourage the agencies to initiate in-house, on-going programs of

their own. This, in turn, would multiply the number of individuals reached by this project.

Significant Implications and Recommendations

The mobility of these units offered students an opportunity to explore many career interests and develop tangible abilities and skills in specific areas. The units themselves were 12X60 with safety features for the handicapped such as ramps, two entrances and free floor space for mobility within the unit. An attractive, comfortable interior with heating and air-conditioning provided an atmosphere condusive to learning.

METHODOLOGY AND DESIGN

Various methods of obtaining information were used to develop this study. First, an ERIC computerized search was conducted of literature relating to mobile classrooms. The related literature was reviewed for content pertaining to vocational education or similar programs. Evaluation reports, journal articles, and published USOE, state, and local studies were among the types of literature reviewed. The most pertinent articles are summarized in the section entitled Review of Related Literature.

Letters were then sent to each state supervisor for information concerning the utilization of mobile units in their states. (See Appendix A) Replies provided names of coordinators working with the mobile units. Questionnaires were sent to those coordinators whose mobile laboratories were in some way related to vocational education. (See Appendix B)

The sample is limited because the concept of mobile laboratories is fairly new to vocational education. Most programs are still in the experimental stage. Results of the questionnaire are reviewed in the next section. The following mobile laboratory personnel responded to the survey:

Darryl Fredrick - Trade and Industrial Programs
Flasher, North Dakota
Rowena Keaka - Artmobile Program
Honolulu, Hawaii
Randi Sorenson - Distributive Education Program
Lemmon, South Dakota

Mamie Johnson - Cashier-Checker Program
Sunrise, Florida
Elaine Malcolm - Distributive Education (Adult Only)
Lexington, Kentucky
Jenarita Birgos - Business Education Program
Hato Rey, Puerto Rico
Alan Yates - Cashier-Checker Program (Adult Only)
Paducah, Kentucky

To determine if there is, in fact, an interest in the mobile distributive education laboratory concept in North Dakota, a questionnaire was sent to selected school administrators in the state. (See Appendix C) The school administrators were asked to rate the degree of support that they would have towards a mobile distributive education laboratory. The schools' location and degree of interest in this concept were then plotted on a map to assist in identifying areas in which the mobile distributive education laboratory would receive the greatest administrative support. The results of this questionnaire are included in the next section.

Recommendations were obtained from experienced vocational educators concerning mobile laboratory curricula and equipment. A visit to the distributive education mobile units in Isabel, South Dakota, provided helpful information in identifying equipment, facilities, and curriculum which could be used in a mobile distributive education laboratory.

A personal visit with Clare Fall, distributive education instructor at Dakota County Vocational Center, Rosemount, Minnesota, provided insights into the utilization of the model store concept. (See Appendix D) Ms. Fall is the author of the handbook, MODEL STORE, published by Graphic Communications, Staples, Minnesota.

Blueprints of the South Dakota mobile unit were obtained from a visit to Streater Store Fixture Company, Minneapolis, Minnesota. The Streater Company also provided a list of equipment and costs for the development of a mobile laboratory unit. (See Appendix E)

FINDINGS OF THE STUDY

This section is primarily concerned with analyzing and interpreting responses to the mobile laboratory questionnaires. Recommendations of vocational educators in regards to equipment and curriculum for mobile laboratories are also presented.

RESULTS OF THE MOBILE LABORATORY QUESTIONNAIRE

As was stated previously, the questionnaire was sent to vocational educators coordinating mobile laboratory programs. Since the mobile laboratory concept is fairly new, the respondent population was limited. Among those that responded, four were coordinators of distributive education programs, with one coordinator from each of the areas in business, welding and art. Although each program was similar in that they were all mobile laboratories, the utilization of the facilities, instructional units, staffing and equipment was different. (Numbers of responses are indicated within each parenthesis.)

Types of Facilities

1. What type of mobile classroom facility is utilized in your program?

   Mobile home (4)
   Relocatable modular structure (1)
   Van (1)
   Other - Special design (similar to a van) (1)

2. What is the size of your mobile classroom?

   12' X 60' (2)
   14' X 75' (1)
   14' X 60' (1)
   8' X 36' (1)
   11' X 34' (1)
   12' X 38' (1)
   12' X 50' (1)

Additional Comments - The size of the facility varies with the type of facility used. The larger sizes are mobile home facilities with the three smaller sizes being van-like facilities. Among the mobile home facilities, 12' X 60' was the most common size.

Schedules at Individual Sites

3. How many weeks is the mobile laboratory located for instruction purposes at any one site?

2 weeks (2)
12 weeks (2)
18 weeks (2)
a few days (1)

Additional Comments - The length of time scheduled at each school varied depending on the type of program being used; for example, the artmobile facility stayed only a few days at each site while the distributive education unit from South Dakota was located at each site for eighteen weeks. The two mobile distributive education laboratories from Kentucky offered adult education programs. These laboratories remained at an individual site for a period of twelve weeks.

School Enrollments

4. How many schools are involved in your mobile laboratory program?

14 (1)
6 (2)
9 (1)
16 (1)

5. What is the average approximate enrollment of the high schools involved in the mobile laboratory program?

Average	Smallest	Largest
1,000	500	2,200
126	53	200
361	118	667

Additional Comments - Four of the programs were adult or elementary programs. Therefore, this question was not applicable to all.

6. What is the total average enrollment per semester?

20-25	(1)
130	(1)
144	(1)
10,000	(1)

Additional Comments - The variation in enrollments is due to the length of time scheduled at each site and type of vocational education program used. The enrollment of 10,000 refers to the artmobile which only stays a few days at each school. The enrollment 20-25 is the enrollment of the adult programs every four weeks. Some of the mobile laboratory programs were not set up on a semester basis. In this case, the question was not applicable.

Location at Each Site

7. Where is the unit located?

Near the school	(6)
In the business district	(1)
Community center	(1)

Additional Comments - Most programs were located near the school with the exceptions of one adult program located near the community center. The distributive education program from South Dakota is located near the school for about twelve weeks but during the operation of the model store the unit moves into the business district.

Staff

8. Is obtaining staff for a mobile laboratory unit more difficult than for a regular classroom?

Yes	(3)
No	(1)
Same	(1)
Undecided	(2)

9. How many instructors are employed in your mobile laboratory program?

One	(3)
Other	(5)

Additional Comments - The number of instructors usually depends on the type of facility. In most programs, however, one main instructor is needed, with various specialists, recruiters, typists, etc.

10. Where does the mobile laboratory instructor live during the instructional year?

Lives in one central location between various sites (5)
Lives at a location not necessarily centralized (2)

Additional Comments - It is really up to the instructors to decide where they want to live, although most choose to live in a central location. The living arrangements also depend on the size of the area in which the program is offered.

Equipment

11. Check equipment used in your mobile laboratory.

Equipment	Number of Each Item					
	1	2	3	4	5	6
Cash register	1	1	1	1	1	
Display racks	1	1	2			
Display windows	2		1			
Mirrors	2					
Dressing room		1				
Display cases	2	1				1
Desks	2					
Bulletin boards	5	1				
Chalkboards	4			1		
Files	1	1	2	2		
Film projector	4	1				
Tape recorders	2	1		2		
Slide projector	5					
Video camera & recorder	2					
Overhead projectors	4					
Film screen	6					
Filmstrip projectors	4					
Teaching machines		1				
Produce scales		2				

Additional Comments - The list of equipment varied with the type of mobile laboratory in question. Most of the classroom situations contained the same equipment. Those distributive education programs equipment list, again, depended on the program, cashier/checker or

model/school store. The cashier programs required more cash registers and fewer display cases and racks. Some of the mobile units borrowed projectors, tape recorders, chalkboards, etc. from the school district.

Instructional Units

12. What is the maximum class size that you can accomodate in any one class session in your mobile unit?

10-15	(1)
15	(4)
20	(1)
25	(1)

13. In column A, check those instructional units covered in your distributive education program. In column B, specify the length of time in weeks normally spent in teaching each unit.

Column A		Column B	
Advertising	(1)		
Salesmanship	(2)	every day	(1)
Economics	(2)	1 week	(1)
Display	(2)	2 weeks	(1)
Starting your own business	(1)		
Business law	(1)		
Merchandise mathematics	(3)	1 week, 2 weeks	(1)
Career exploration	(1)		
Human relations	(3)	every day	(1)
Communications	(2)	1 week, 2 weeks	(1)
Cash register operation	(1)		
Purchasing	(1)		
Job employment	(1)		
IDECC lap system	(1)		
Skills in cashier/checker and bank teller	(1)		

Additional Comments - Not all respondents designated the length of time spent in teaching each unit. Column B refers to those that did respond to this question.

14. Please identify the five important units to be included in a distributive education mobile laboratory program.

Economics	(1)	Basic salesmanship	(1)	Advertising	(1)
Tourism	(1)	Fingerposition	(1)	Merchandise mathematics	(1)
Cashier/checker	(2)	Maintenance on register	(1)	Start your own business	(1)
Bank teller	(1)	Unit pricing	(1)	Job employment	(1)
Display	(1)				

Additional Comments - As is shown by the last two questions, various types of distributive education programs are offered through mobile laboratories. Two of the programs were cashier/checker programs for adults. Others were high school distributive education programs.

Model Store

15. How long a period of time is the model store in actual operation at any one site?

    8 days (1)
    3-4 weeks (1)
    7 weeks (1)

16. Is the store open to the public for the sale of merchandise?

    Yes (1)
    No (2)
    If yes, what are the normal store hours?
    9:00 AM - 6:00 PM, Monday - Saturday

Additional Comments - The South Dakota mobile unit is a school store open to the public 9AM-6PM Monday - Saturday. The others used the model store concept, in which simulation activities and role playing take place. Such programs were not open to the public for business.

17. What type of merchandise is sold in the store?

    Clothing - all types (1)
    Toys (1)
    Crafts (1)
    Hardware - all types (1)

Additional Comments - Only the South Dakota mobile unit replied on this question since they have a school store.

18. How is merchandise obtained for the store?

    Buy on consignment (1)
    Directly from a supplier (1)

Additional Comments - The South Dakota unit carries merchandise of all types bought on consignment through local merchants. Only few items were bought directly from a supplier.

Related Programs and Organization

19. Do you have a DECA or vocational student organization chapter?

Yes (1)
No (4)

20. Is the cooperative on-the-job training program offered as a part of the mobile laboratory instructional program?

No (5)

Additional Comments - An office education program in Puerto Rico offers the mobile laboratory program only when local, private, or public offices in the community are not available. Although others did not mention it, this may be one of the criteria for their operations also.

21. Is the cooperative on-the-job training program in the previous site after the unit moves to the next site?

Yes (2) - Another coordinator is required at the previous site.
No (3)

Additional Comments - The two programs that offered cooperative education used the mobile laboratory as an introductory program. For later placement on-the-job, an additional coordinator was needed to organize the placement program.

22. Have adult classes been offered as a part of your program?

Yes (6)

If yes, what classes have been offered?

Advertising	(1)
Small business management	(1)
Salesmanship	(1)
Cash register training	(4)
Banking and finance	(2)
Economics	(1)
Tourism	(1)
General clerk/typists	(1)

Additional Comments - Some of the units offered only adult classes in cashier training. The South Dakota unit tried offering adult courses

in addition to their high school program, but has had limited community response.

Public Relations

23. What types of promotion were used to get your program started?

Slide presentation	(2)
Newspaper advertising	(3)
Radio advertising	(3)
Brochures	(3)
Word of mouth	(4)
School district interest	(1)
Hand bills	(1)
Television advertising	(1)

24. What group of individuals do you feel gives your program the best support overall in all communities? Rank according to support.

	Rank						
	1	2	3	4	5	6	7
	# of responses						
Administration	1	1	2			1	
Parents		1			2		
Students enrolled	2	2	1				
Advisory committee		1	1		1		1
Business community				5			
Faculty	2		1			2	
Counselors		1			1	1	2

Additional Comments - Students enrolled are the best recruiters for your program. Faculty and administrative support is also important.

25. What techniques do you use in recruiting students?

Counselor recruitment	(4)
Individual student interviews	(2)
Media announcements	(2)
Schedules by principals	(1)
Entrance test	(1)

Additional Comments - Counselor recruitment appears to be the most popular technique used in recruiting. Yet, in looking at the previous questions, counselors ranked lower in the support that they offer the program.

Costs and Budgets

26. What was the approximate total cost of your mobile unit including the structure and equipment needed?

$6,920	(1)
$42,000	(1)
$45,000	(1)
$50,000	(1)

27. What is an approximate yearly total cost to move the mobile laboratory to the various sites?

$500	(1)
$620	(1)
$800	(1)
$10,000	(1)

28. What is the approximate yearly budget for the operation of your mobile unit?

$22,000	(1)
$23,000	(1)
$30,000	(1)
$52,408	(1)
$53,000	(1)

Additional Comments - Costs and budgets are not going to be the same for various programs. Costs would depend on what is offered through each program.

Summary

The information obtained through this questionnaire described the different types of programs offered in the nation. This information could be used in the laboratory program in North Dakota. The unedited comments of this questionnaire from vocational educators of mobile laboratories are included in Appendix F. The information was also used in developing a proposed curriculum and facility plan included in the next section.

QUESTIONNAIRE FROM SCHOOL ADMINISTRATORS

A questionnaire was sent to selected school administrators in the state to determine their interest in a mobile distributive education laboratory. These administrators were selected because their school districts were not vocational centers or did not offer

cooperative distributive education programs. Basically, such districts represent smaller, rural areas in North Dakota. Table 1 shows the results of the questionnaire.

Since the mobile laboratory concept is fairly new, most school administrators are not familiar with this concept; yet, the responses were quite positive. Most administrators are in favor of offering new programs which provide greater occupational opportunities for their youth.

Most responses were from small schools, with few retail/marketing establishments available. The responses varied in the length of time desired for the on-site instruction. Thirty-one respondents preferred a six week stay, twenty-one preferred an eighteen week stay, twelve preferred a twelve week stay, and ten preferred a nine week stay.

A map of the school districts of North Dakota may be used to identify school districts that may be more receptive to the implementation of a mobile laboratory program. (See Appendix G)

TABLE 1
SUMMARY OF NORTH DAKOTA SCHOOL ADMINISTRATORS + RESPONSES
TO THE DISTRIBUTIVE EDUCATION MOBILE LABORATORY FEASIBILITY STUDY

+(Not Vocational Center or Cooperative Distributive Education Program Administrators.)

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Extensive Interest - 7%					
Almont	No	13	0	No	-----
Milnor	No	60	2%	No	18 weeks
Lignite	No	35	0	Unknown	6 weeks
Drayton	No	53	15	No	18 weeks
New Rockford	No	100	30	Yes	18 weeks
Tappen	No	30	0	No	12 weeks
Tolna	No	28	0	No	6 weeks
Considerable Interest - 26%					
Solen	No	47	0	No	9 weeks
Inkster	Yes*	57	2	Unknown	6 weeks

*Offered through a vocational center.

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Considerable Interest - (cont.)					
Wishek	No	95	45	Yes	9 weeks
Argusville	No	32	0	No	6 weeks
Surrey	No	77	60	No	9 weeks
Upham	No	32	2	No	6 weeks
Lidgerwood	No	65	25	No	9 weeks
Rhame	No	21	4	No	6 weeks
Plaza	No	32	0	No	9 weeks
Glen Ulin	No	87	5	No	18 weeks
Drake	No	50	5	No	6 weeks
Towner	No	72	17	Unknown	6 weeks
Ellendale	No	--	--	--	18 weeks
Mott	No	96	5	Unknown	18 weeks
Wilton	No	50	2	Yes	6 weeks
Crosby	No	90	25	Yes	6 weeks

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Considerable Interest - (cont.)					
Watford City	No	120	10	Yes	6 weeks
Anamoose	No	39	2	No	18 weeks
Calvin	No	40	0	No	18 weeks
Cleveland	No	16	2	No	18 weeks
Westhope	No	45	0	No	18 weeks
Newburg	No	25	0	Yes	12 weeks
Cavalier	No	130	50	Unknown	12 weeks
Ashley	No	67	8	Unknown	6 weeks
Scranton	No	61	6	No	6 weeks
Max	No	50	0	No	12 weeks
Trenton	No	40	2	No	18 weeks
Moderate Interest - 34%					
Hope	Yes*	60	3	No	6 weeks

*Offered through a vocational center.

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Moderate Interest - (cont.)					
Rogers	No	55	2	No	12 weeks
Fessenden	No	64	7	Unknown	12 weeks
Goodrich	No	23	0	No	6 weeks
Hillsboro	No	100	10	No	-----
Michigan	No	56	4	Unknown	3 weeks
Buxton	No	80	11	No	12-18 weeks
McClusky	No	50	2	No	6 weeks
Mohall	No	65	4	No	6 weeks
Lehr	No	31	0	No	6 weeks
Starkweather	No	40	4	No	12 weeks
Strasburg	No	36	2	No	18 weeks
South Heart	No	73	0	No	9 weeks
Medina	No	51	5	No	6 weeks
Enderlin	No	75	14	Yes	-----

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Moderate Interest - (cont.)					
Forman	Yes*	101	20	Yes	6 weeks
Newtown	No	104	--	No	18 weeks
Lakota	No	80	6	No	6 weeks
Munich	No	50	3	No	12 weeks
Hunter	No	74	10	No	12 weeks
Stanley	No	109	--	Unknown	-----
Petersburg	No	32	0	No	6 weeks
Esmond	No	49	0	No	6 weeks
Sheyenne	No	26	0	No	6 weeks
Sawyer	No	53	10	No	9 weeks
Washburn	No	81	20	Yes	9 weeks
Harvey	No	174	25	Yes	12 weeks

*Offered through a vocational center.

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Moderate Interest - (cont.)					
Rolla	No	--	0	Unknown	18 weeks
New Salem	No	98	25	Yes	18 weeks
Cando	No	85	30	Yes	18 weeks
Leeds	No	52	3	No	-----
Some Interest - 23%					
Powers Lake	No	40	8	No	6 weeks
Wimbledon	Yes*	25	3	No	6 weeks
Fort Totten	No	45	0	No	6 weeks
Bowman	No	130	20	No	-----
Linton	No	130	13	Yes	18 weeks
Butte	No	17	1	No	6 weeks
Underwood	No	52	10	No	6 weeks
Northwood	No	61	0	No	-----

*Offered through a vocational center.

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Some Interest - (cont.)					
Willow City	No	35	5	No	18 weeks
Bowbells	No	38	0	Yes	18 weeks
Halliday	No	38	0	No	12 weeks
Wyndmere	Yes*	75	10	Unknown	18 weeks
Edmore	No	55	1	No	-----
Warwick	No	36	0	No	4 weeks
Velva	No	80	15	No	-----
Sherwood	No	26	0	No	6 weeks
Mayville	No	144	12	Unknown	-----
Hankinson	Yes*	3	0	Unknown	6 weeks
Cooperstown	No	262	10	Unknown	12 weeks
Killdeer	No	76	11	Unknown	6 weeks
Beulah	No	115	15	No	18 weeks

*Offered through a vocational center.

Degree of Interest	DE Program Offered	Enrollment in 11&12 Grades	Students Employed in Part-time Marketing Jobs	Adequacy of Part-time Marketing Jobs in Community	Length of Time Desired for Lab On-Site Instruction
Some Interest - (cont.)					
Galesburg	No	30	2	No	6 weeks
Colfax	No	58	0	No	9 weeks
No Interest - 5%					
Gwinner	Yes*	6	4	No	-----
Litchville	No	40	3	No	-----
Bisbee	No	--	--	No	-----
Steele	No	70	25	Yes	-----
Berthold	No	44	6	No	-----
Undecided - 5%					
Crary	Affiliated with the Vocational Center at Devils Lake				
Maple Valley	Affiliated with the Vocational Center at Valley City				
Larimore	No	138	5	No	6 weeks
Napoleon	No	--	--	--	-----
Garrison (would need to know more about the program)	No	111	15	Unknown	18 weeks

*Offered through a vocational center.

TABLE 2

SUMMARY OF NORTH DAKOTA SCHOOL ADMINISTRATORS* RESPONSES
TO THE DISTRIBUTIVE EDUCATION MOBILE LABORATORY FEASIBILITY STUDY

Degree of Interest	Number of Responses	Percentage of Responses
Extensive	7	7%
Considerable	27	26%
Moderate	32	34%
Some	23	23%
None	5	5%
Unknown	5	5%
	99	100%

*Not a Vocational Center or Cooperative Distribuitve Education Program

SUMMARY

This feasibility study should provide the necessary planning information for local and state administrators and teacher-coordinators concerning the adoption of a mobile laboratory program in distributive education. According to the survey of administrators, there is an interest in implementing a mobile laboratory program in many communities; however, the question of available funding should be carefully considered.

The following curriculum plan is a guide for teacher-coordinators of mobile laboratory programs to refer to when planning their own curricula. This plan is a combination of ideas from various mobile laboratory and model/school store programs. These ideas can be used in a combination of ways to provide the instruction necessary to prepare students for job-entry positions in the areas of retailing and marketing.

With the survey of interested administrators as a basis, further study could be done to determine possible test sites for implementing this mobile laboratory program. A more detailed investigation into construction and equipment costs would also be recommended.

MOBILE LABORATORY PROPOSED CURRICULUM UNITS OF INSTRUCTION

The following curriculum units with suggested sequenced weeks of instruction are based upon a review of several curriculum plans obtained from the national review of the literature. This composite curriculum may be used as a guide in planning the typical eighteen week (one semester) on-site placement of the mobile laboratory. Such curriculum units should be modified to meet unique needs of the individual programs, localities, and students.

The curriculum is based on a two-hour block of instruction - Monday through Friday - for eighteen weeks. The curriculum will include classroom instruction, projects, and simulations in marketing activities with practical experience in the operation of a retail establishment. The mobile laboratory will be equipped with merchandise and resemble a retail store. It may, in fact, be located in the business district. It is recommended that merchandise be obtained from local merchants on a consignment basis to maintain goodwill and support from the community.

During the first four weeks of the semester, a general orientation to each of the four departments within the store organization; merchandising, personnel, finance and control, and sales promotion, will be taught. Beginning the fifth week, students will assume job positions within the store organization. The first hour of each day will be spent on group classroom instruction. The second hour of each day will focus upon various job competencies required in operating

a retail store. The store will be open for business every Friday from 10:00 AM to 3:00 PM. In certain cases store hours could be extended to the regular store hours that local businesses are open. Such hours would afford the students additional realistic learning experiences in serving local customers. After a three-week period in one department, students will rotate within the departments based upon student interest and teacher-coordinator assignments. This three-week cycle can be repeated three times to give students the opportunity to experience various job responsibilities within the store organization. During the last two weeks of the semester, end of the sales or inventory period activities will take place; for example, ending inventory counts, merchandise clearance, special promotions, and final individual performance evaluations.

DECA activities could also be included in this curriculum. The chapter could be in existence for one semester or possibly be continued at the next site with students from both schools as members. This, of course, would depend on the distance between the two schools.

The mobile laboratory curriculum should be flexible enough to involve those retail businesses that are available in the community; whether it be as speakers, field trips, or employment training stations. Depending upon the availability of training stations at each site, a cooperative education program could be implemented in certain schools upon completion of the mobile distributive education laboratory curriculum. The mobile laboratory phase could serve as preparatory aspect of the on-the-job training program.

GENERAL OBJECTIVES OF THE MOBILE LABORATORY PROGRAM

To better meet the needs of the students, the mobile laboratory should provide:

1. Occupational preparation in competencies needed in meeting the individual's identified career requirements.

2. Orientation in preparation for entry level employment.

3. Vocational exploration which will help the individual to determine career goals.

4. Development of an overview approach to demonstrate the various functions of marketing in the total store operations.

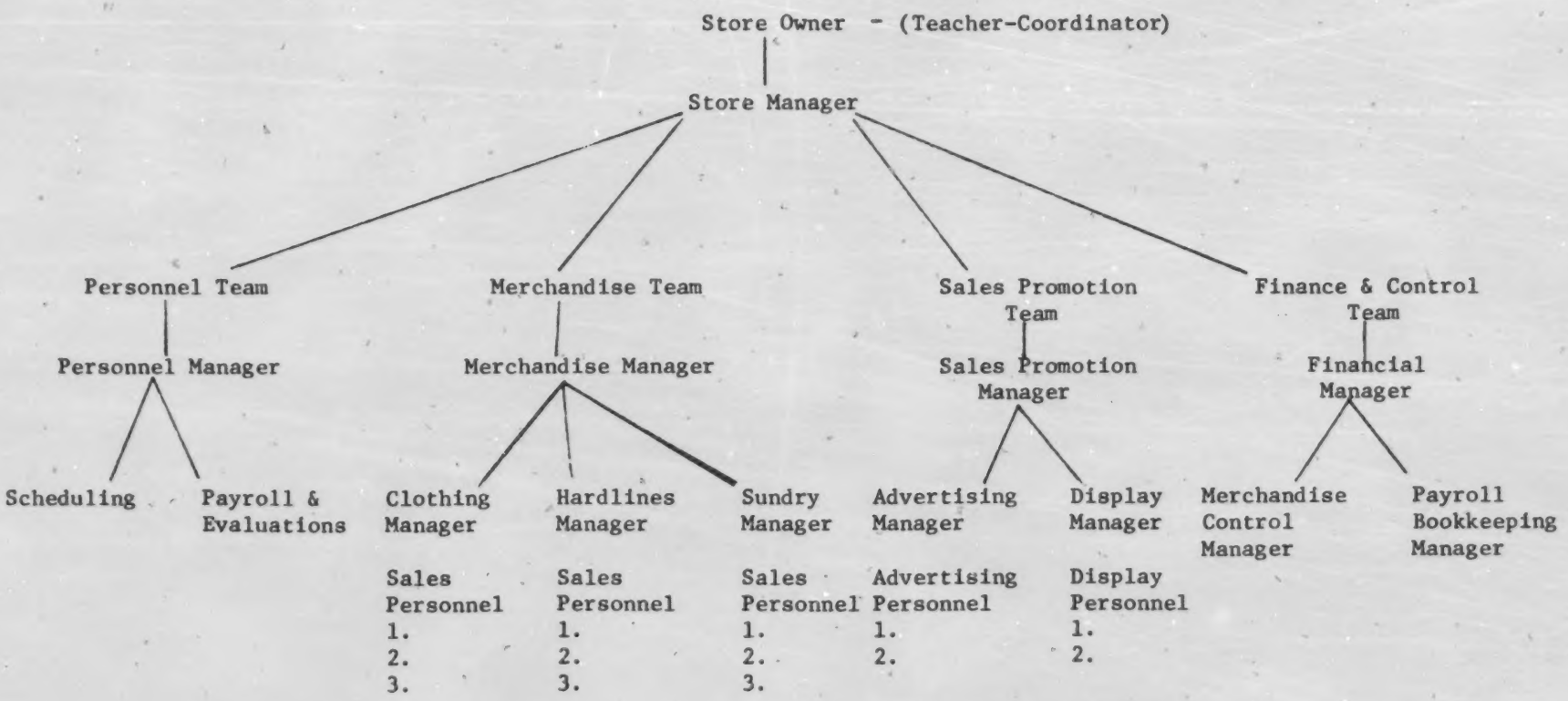
5. Integration of classroom experiences into a "real" practical application in a store setting.

6. Expansion of opportunities to investigate interpersonal communications in a work environment.

7. Opportunities for the identification of employment relationships as they exist for every worker in the operation of a chain of command.

8. Development of skills and attitudes that cannot adequately be developed in a traditional classroom. (1)

PROPOSED MOBILE LABORATORY
STORE ORGANIZATION



MOBILE LABORATORY CURRICULUM

Week 1 - GENERAL ORIENTATION ACTIVITIES

Day 1 - First hour - Explain model store concept, (benefits of participation, class outlines, attendance and evaluation policies and store organization).
View slide/tape "Store Operations". (2)

Second hour - Analyze different departments of the store.
Get acquainted activity with teacher and students.

Day 2 - First hour - Discuss career opportunities in the retailing area.

Second hour - Use Dictionary of Occupational Titles and other resources to review retailing occupations.
Have students develop job descriptions for three of their most desired jobs.

FINANCE & CONTROL

Day 3 - First hour - View slide/tape "Finance & Control".(2)
Discuss duties the finance department would perform.

Second hour - Review forms used in this department, (recap of days sales, reconcilement,balance sheet, deposit slip, income statement).

Day 4 - First hour - Discuss duties of the Merchandise Control Division.

Second hour - Complete Lap #29 - 365,385 Mathematics.
Lap #20 - 411,465 Merchandising. (3)

Day 5 - First hour - Discuss duties of Payroll Division.

Second hour - Complete mathematics problems of employee earnings. (4)

Week 2

MERCHANDISING

Day 1 - First hour - View slide/tape "Store Merchandising". (2)

Second hour - Take field trip to a local retail store.
Have manager explain the store's operation.

Day 2 - First hour - Discuss store image, layout and merchandise desired in your store.

Second hour - Form groups, choose a name for the store, plan

the layout, determine the store image. (May be done as a contest.)
Complete Lap #25 - 625 & #26 - 781 Management. (3)

Day 3 - First hour - Discuss buying merchandise - buyer's duties. If possible, have a buyer speak to the class.

Second hour - Complete Lap #16 - 431 & #9 - 443 Merchandising. (3)

Day 4 - First hour - Discuss aspects of inventory control.

Second hour - Handout information sheets on inventory control. Complete Lap #32 - 408 & #33 - 453 Merchandising. (3) Provide resource materials to develop a basic stock plan for your store.

Day 5 - First hour - Demonstrate cash register operation, show forms to be used.

Second hour - Allow students to practice on the registers and complete sales transactions. (4)
Complete Lap #16 - 389 & #17 - 361 Mathematics.(3)

Week 3 SALES PROMOTION

Day 1 - First hour - View slide/tape "Store Sales Promotion". (2) Discuss activities performed by this department.

Second hour - Have students select ads from magazines and newspapers. Find three ads designed to create demand for 1) goods and services, 2) new styles and fashions, and 3) new product names, brands, trademarks, or slogans. (5)

Day 2 - First hour - Discuss types of advertising medias (institutional and promotional).

Second hour - Complete Lap #1 - 007,011 Advertising. (3) Cut out three ads which show promotional or institutional advertising. (6)

Day 3 - First hour - Discuss ad construction - parts of a newspaper ad and parts of a radio ad.

Second hour - Plan and sketch ad for a newspaper. Plan and write copy for a radio commercial.

Day 4 - First hour - Discuss aspects of display - (color, balance, proportion, etc.).

Second hour - Develop color wheel, sketch window display that could be used in a store for September.
Complete Lap #1 - 252,240 Display.(3)

Day 5 - First hour - View slide/tape "Visual Merchandising". (2)
Demonstrate ways of pinning and flying.

Second hour - Sketch display windows using mannequins or pinning and flying.
Practice dressing mannequins.

Week 4 PERSONNEL

Day 1 - First hour - View slide/tape "Store Personnel". (2)
Discuss store policies, review organization.
Discuss development of job descriptions for each department.

Second hour - Review present employee handbook and other samples, revise to meet the needs of your store.
Complete Lap #3 - 715 Management. (3)

Day 2 - First hour - Discuss duties of the personnel department.
Review handout on personal qualities needed in managing a store. (1)

Second hour - Complete the mini-simulation #8 on reviewing applications. (7)

Day 3 - First hour - Discuss aspects of job interviewing.
Perform mock interviews - samples of good and bad performances.

Second hour - Design construction of resumes.
Inform students of manager and personnel department interviews tomorrow.

Day 4 - First hour & Second hour - Perform job interviews for managers and personnel departments.
Those not applying for management positions will complete resumes, work on case problems on communications and human relations. (6)
Information on interviewing Lap #6 - 661 Management. (3)

Day 5 - First hour & Second hour - Have managers and personnel department interview others for positions.

During weeks 5 - 16, the store will be open for business. Days and times for such business will be dependent upon local communities and the judgment of the instructor with input from a local business advisory committee. Units of instruction in such areas as salesmanship, economics ,

and human relations will be discussed during the first hour each day. The activities during the second hour will deal with the preparations necessary for the operation of the store.

Each student will apply for a position in the store organization. After the completion of the first three-week cycle, students will rotate within the same department or to another department to different job positions. The three-week cycle for the four departments will be repeated three times with variations in promotions and learning activities.

Listed below are the units to be covered in the classroom instruction. Most of the units were mentioned during the four-week general orientation, but will be covered in more depth through classroom instruction and store operation. Such areas as human relations and communications will be discussed, to some degree, almost everyday.

First Hour: Classroom instruction during week 5-16.

Week 5 - Career Opportunities in Distribution

Week 6&7 - Communications and Human Relations

Week 8&9 - Salesmanship

Week 10 - Advertising

Week 11 - Display

Week 12 - Merchandise Mathematics

Week 13 - Retail Record Keeping

Week 14 - Economics

Week 15 - Starting Your Own Business

Week 16 - Management of Your Own Business

FINANCE & CONTROL
THREE-WEEK CYCLE

Week 5

Day 1 - Set up budgets for advertising, cash, and purchasing.
Send out memos to related departments to inform them of budgets.
Complete Lap #21 - 653 Management. (3)

Day 2 - Review procedure for correcting errors on register.
Complete Lap #15 - 354 Operations. (3)
Discuss reasons for stock shortages and overages.
Complete Lap #12 - 829 Selling. (3)

Day 3 - Review forms used in recording daily sales.
Work on word problems using those forms.
Complete Lap #14 - 388 & #16 - 389 Mathematics. (3)

Day 4 - Continue working on forms.
Complete Lap #7 - 361 & #14 - 636 Operations. (3)
Attend sales meeting.

Day 5 - Open for business.
Compute sales for the day.
Complete reconcilement form.
Make bank deposit.

Week 6

Day 6 - Distribute sales information to each department. (Include shortages and overages, amount sold-employee #.)
Make poster of sales for the last week.

Day 7 - Set up budget for the week.
Distribute to departments.

Day 8 - Review procedures for payroll - determine hours employee worked and record hours on payroll register.

Day 9 - Continue working on payroll register.
Attend sales meeting.
Provide any information necessary for meeting. (i.e. past sales)

Day 10 - Open for business.
Count cash and currency.
Compute sales.
Complete reconcilement statement.
Make bank deposit.

Week 7

Day 11 - Figure sales from each department.
Distribute to departments.
Make poster of last week's sales.

Day 12 - Review procedures for purchasing items.
Complete project on purchasing merchandise. (4)

Day 13 - Continue to work on procedures for purchasing.
Figure cash and transportation discounts. (4)

Day 14 - Work with merchandise department on items to order and open-to-buy.
Attend sales meeting.

Day 15 - Open for business.
Compute sales for the day.
Complete reconcilement statement.
Make bank deposit.

MERCHANDISING
THREE-WEEK CYCLE

Week 5

Day 1 - Review forms used in inventory control.
Begin to check in merchandise.
Become acquainted with marking and ticketing machines.
Review assignment sheet - Understanding coding.
Devise coding system for your store. (6)

Day 2 - Continue checking in merchandise.
Begin to stock shelves.
Keep strict control on inventory.

Day 3 - Continue stocking shelves.
Display team will help take before-sale counts on merchandise for opening.

Day 4 - Attend training meeting. (Review of forms and cash register operation.)
Attend sales meeting.

Day 5 - Open for business.
Work scheduled hours on sales floor.
Close out till and bring money box to finance department.

Week 6

Day 6 - Take after-sale counts on sale merchandise.
Replenish shelves if stock is short.

Day 7 - Work with sales promotion department to determine merchandise to be featured during promotion.
Check supply of merchandise to be promoted.

Day 8 - Review procedures for stock counts.
Complete project on stock counts. (8)

Day 9 - Take before-sale counts on sale merchandise.
Attend sales meeting.

Day 10 - Open for business.
Work scheduled hours on sales floor.
Close out till and bring money box to finance department.

Week 7

Day 11 - Take after-sale counts on promotional merchandise.
Restock shelves.

Day 12 - Review procedures in planning purchases.
Complete Lap #18 - 423,447 Merchandising. (3)

Day 13 - Figure open-to-buy.
Decide which items need restocking.
Discuss with sales people items requested by customers.

Day 14 - Complete purchase orders for merchandise needed.
Attend sales meeting.

Day 15 - Open for business.
Work scheduled hours on sales floor.
Close out till and bring money to finance department.

SALES PROMOTION
THREE-WEEK CYCLE

Week 5

Day 1 - Review medias available in your community.
Estimate costs of newspaper or radio advertising.
Check on time needed to process ads.
Display - Review procedures for sign press. (Demonstration by instructor.)
Make two practice showcards.
Complete Lap #17 - 172,173,181 Display. (3)

Day 2 - Review budget from finance. Determine what is the best media for the amount of money budgeted.
Complete Lap #8 - 007,010 Advertising. (3)
Display - Prepare store for display of merchandise.
Assemble shelves. (Set up according to plan.)
Begin stocking shelves.

Day 3 - After media is determined, begin to develop an ad for the grand opening. (Note: Some type of promotion must be done before now, if the grand opening is to be this week. You may want to plan the grand opening for the second week.)
Display - Continue helping to stock shelves.
Begin to plan and sketch ideas for window displays.

Day 4 - Continue to work on developing ads.
Attend sales meeting.
Display - Set up window displays.
Attend sales meeting.

Day 5 - Open for business.
Make sure everything is in place.
Check ads, keep copies of newspaper ads.

Week 6

Day 6 - Develop promotional activities other than media advertising to kick off grand opening. (i.e. contest.)
Display - Work with advertising on developing promotional activities.
Complete Lap #3 - 021,022,077 Advertising. (3)

Day 7 - Work with merchandising department to choose items for promotion during the grand opening.
Complete Lap #2 - 014,016,062 Advertising. (3)
Display - Work on interior and window displays.

Day 8 - Continue working on promotional activities.
Display - Plan and sketch new displays featuring promotional merchandise.

Day 9 - Continue working on organizing promotional activities.
Attend sales meeting.
Display - Help advertising with promotional activities.
Attend sales meeting.

Day 10 - Open for business.
Special promotion.

Week 7

Day 11 - Evaluate effectiveness of medias used.
Discuss advantages and disadvantages of other medias.
Complete Lap #14 - 020 Advertising. (3)
Display - Work on sign press and other types of signing/lettering.

Day 12 - Develop ads for this week's sale day. Try using various medias.
Receive budget from finance department.
Display - Plan and sketch new displays for this week.

Day 13 - Continue working on ads for this week. Use information received from evaluation.
Display - Continue working on displays.

Day 14 - Complete ads and displays.
Attend sales meeting.

Day 15 - Open for business.
Special promotion.

PERSONNEL
THREE-WEEK CYCLE

Week 5

Day 1 - Become familiar with the store organization.
Write job descriptions for each department and distribute.

Day 2 - Complete Lap #608A Management. (3)
Schedule employees in your store for opening day.

Day 3 - Receive sales budget from finance department.
Develop sales quota for each department and distribute.
Become familiar with cash register operation and forms used.

Day 4 - Train sales employees on cash register operation and selling procedures.
Attend employee meeting.

Day 5 - Open for business.
Be on hand for problems that arise with scheduling.

Week 6

Day 6 - Review sales for opening day.
Keep record of sales quota on each employee's file.

Day 7 - Review schedule from last week, discuss problems with managers.
Schedule employees for the next opening day.
Set sales quotas for each department and distribute.

Day 8 - Review evaluation procedures of various companies.
Complete Lap #610A Management. (3)

Day 9 - Develop an evaluation form for your store.
Complete Lap #729A Management. (3)

Day 10 - Open for business.
Be on hand for problems that arise with scheduling.

Week 7

Day 11 - Review past day's sales.
Record sales quotas.
Schedule employees for the next opening day.

Day 12 - Discuss case problems to develop and maintain good relations with other employees. (6)

Day 13 - With the evaluation form developed, evaluate each employee's performance - refer to Lap #610A Management and manager's input. (3)
Interview employees regarding progress.

Day 14 - Continue evaluating employees.
Attend sales meeting.

Day 15 - Open for business.
Determine sales quotas and put record on file.

STORE MANAGER
THREE-WEEK CYCLE

Week 5

Day 1 - Attend a retail meeting with downtown merchants.
Assist department managers in developing their department's goals and objectives.

Day 2 - Determine and set store objectives, policies and procedures with the help of department managers.

Day 3 - Write an agenda for this week's store meeting.
Meet with department managers concerning store meeting.

Day 4 - Conduct store sales meeting.

Day 5 - Open for business.
Handle all problems that arise.
Assist with opening and closing.

Week 6

Day 6 - Meet with department managers, discuss their goals and objectives achieved during the first week.

Day 7 - Evaluate store's performance for the first week.

Day 8 - Plan store meeting agenda.
Discuss with department managers.

Day 9 - Conduct store sales meeting.

Day 10 - Open for business.
Assist with opening and closing.
Handle any problems that arise.

Week 7

Day 11 - Evaluate store's performance for last week.

Day 12 - Compile recommendations for changes.
Write a report on the successes and failures within each department.

Day 13 - Assist personnel department and managers in evaluating employees.
Plan agends for store meeting.

Day 14 - Conduct store sales meeting.

Day 15 - Open for business.
Handle all problems that arise.
Assist with opening and closing.

Weeks 8 - 16

Students rotate three different times within the departments or to other departments or different job positions based upon student interest and teacher-coordinator assignments. Specific department activities are repeated following the previous three-week learning activities cycle. Variations of such activities such as different store-wide promotions, individual or department learning activities, business resource personnel involvement, DECA related activities, etc. would be introduced by the teacher-coordinator during the different three-week store cycles.

Weeks 17 - 18

The store will be open every day during the last two weeks of the semester with special store-wide promotions, ending merchandise inventory, records completion, maintenances, store cleanup and merchandise clearance sales. Students will be allowed to choose their department and job position of most interest to them. Final DECA awards/recognition activities, job performance evaluations, etc. would conclude the mobile laboratory on-site program.

APPENDICIES

APPENDIX A
Letter to the State Supervisors

The University of North Dakota
GRAND FORKS 58201
DEPARTMENT OF BUSINESS AND VOCATIONAL EDUCATION
TELEPHONE (701) 777 2517

November 5, 1979

Mr. M.E. Beemer
Division of Vocational & Technical Education
Richard Kneip Building
Pierre, SD 57501

Dear Mr. Beemer:

The University of North Dakota is conducting a feasibility study on distributive education mobile laboratories. Due to the predominately rural life of our state, we are investigating how mobile classrooms could help expand distributive education program offerings.

Any information you could provide regarding mobile laboratory programs implemented in your state would be greatly appreciated. In addition, could you forward to us the names and addresses of individuals associated with mobile laboratory programs in your state.

Thank you for your assistance on this project.

Sincerely,

Carla Jorgenson
Project Coordinator
Mobile Laboratory Project

APPENDIX B
Questionnaire to Mobile Laboratory Instructors

The University of North Dakota
GRAND FORKS 58201
DEPARTMENT OF BUSINESS AND VOCATIONAL EDUCATION
TELEPHONE: (701) 777 2517

January 23, 1980

Ms. Randi Sorenson
Isabel High School
Isabel, South Dakota 57633

Dear Ms. Sorenson:

The University of North Dakota is conducting a feasibility study on distributive education mobile laboratories. Due to many rural school districts in the state, we are investigating how mobile classrooms could help expand distributive education program offerings.

Your name was referred to us as a coordinator of a distributive education mobile unit in your state. We would appreciate it if you would respond to the enclosed questionnaire and return it in the self-addressed envelope.

Any additional information you could provide regarding mobile laboratory programs in your state would also be welcome.

Thank you for your assistance in this project.

Sincerely,

Carla Jorgenson
Project Coordinator
Mobile Laboratory Project

MOBILE LABORATORY QUESTIONNAIRE

Name of Respondent _____
Mailing Address _____
Telephone Number _____
Type of Mobile Unit (DE, T&I, etc.)_____

FACILITIES

1. What type of mobile classroom facility is utilized in your program?
   a. mobile home
   b. relocatable modular structure
   c. van
   d. truck trailer
   e. other _____

2. What is the size of your mobile classroom?
   a. 12' X 60'
   b. 14' X 75'
   c. 12' X 70'
   d. other _____

3. How many weeks is the mobile laboratory located for instruction purposes at any one site? _____
   (average number of weeks)

4. How many schools are involved in your mobile laboratory program? _____
   (number)

5. What is the average approximate enrollment of the high schools involved in the mobile laboratory program? _____
   (number)

   Smallest enrollment? _____, Largest enrollment _____
   (number) (number)

6. What is the total average enrollment per semester of your mobile laboratory?
   _____
   (number)

7. Where is the unit located?
   a. near the school
   b. in the business district
   c. other _____

EQUIPMENT

Check the equipment used in your mobile laboratory. (If appropriate to your lab)

_____Cash register, type _____
_____display racks, no. _____
_____display windows, no._____
_____mirrors, 3-way, no. _____, single, no. _____
_____dressing rooms, no. _____
_____display cases, no. _____
_____desks, no. _____
_____bulletin boards, no. _____
_____chalkboards, no. _____
_____files, no. _____
_____film projector

_____tape recorders, no. _____
_____slide projector
_____video camera and recorder
_____overhead projector
_____film screen
_____filmstrip projector
_____other _____

STAFF

1. Is obtaining staff for a mobile laboratory unit more difficult than for a regular classroom?
   _____Yes _____No _____Same _____Undecided

2. How many instructors are employed in your mobile laboratory program?
   a. one
   b. two
   c. other _____

3. Where does the mobile laboratory instructor live during the instructional year?
   a. resides in the community where the mobile laboratory is located and then moves to the next site with the lab.
   b. lives in one central location between various sites.
   c. lives at a location not necessarily centralized.
   d. other _____

INSTRUCTIONAL UNITS

1. What is the maximum class size that you can accomodate in any one class session in your mobile unit?
   a. 15
   b. 20
   c. 25
   d. other _____

   Answer the following six questions if appropriate to your laboratory.

2. In column A, check those instructional units covered in your DE program. In column B, specify the length of time in weeks normally spent in teaching each unit.

A	B	
_____	_____	Advertising
_____	_____	Salesmanship
_____	_____	Economics
_____	_____	Display
_____	_____	Business Law
_____	_____	Merchandise Math
_____	_____	Career Exploration
_____	_____	Human Relations
_____	_____	Starting Your Own Business
_____	_____	Communications
_____	_____	Other _____

3. From the above units, please identify the five important units to be included in a mobile laboratory DE program.
   a. _____
   b. _____
   c. _____
   d. _____

MODEL STORE

1. How long a period of time is the model store in actual operation at any one site?
   a. 2 weeks
   b. 6 weeks
   c. 1 quarter
   d. 1 semester
   e. Other _____

2. Is the store open to the public for the sale of merchandise?
   _____Yes _____No
   If yes, what are the normal store hours? _____Monday _____Tuesday
   _____Wednesday _____Thursday _____Friday _____Saturday

3. What type of merchandise is sold in the store? (Circle letters that apply)
   a. school supplies
   b. clothing, types _____
   c. toys
   d. crafts
   e. foods, candy
   f. hardware, types _____

4. How is merchandise obtained for the store?
   a. buy directly from suppliers
   b. buy on consignment
   c. other _____

RELATED PROGRAMS AND ORGANIZATIONS

. Do you have a DECA chapter? (or student organization related to your program)
   _____Yes _____No
   If yes, does it continue in the previous site as the unit moves to the next site?
   _____Yes _____No

2. Is the cooperative on-the-job training program offered as a part of the mobile laboratory instructional program?
   _____Yes _____No

3. Is the cooperative on-the-job training program in the previous site after the unit moves to the next site?
   _____Yes _____No
   If yes, How?
   a. another coordinator is required at the previous site
   b. the mobile lab instructor coordinates at all schools
   c. students continue to be employed without further coordination from the coordinator.
   d. Other _____

4. Have adult classes been offered as a part of your program?
   _____Yes _____No
   If yes, what classes have been offered?
   a. advertising
   b. small business management
   c. salesmanship
   d. cash register training
   e. other _____

PUBLIC RELATIONS

1. What types of promotions were used to get your program started?
   a. slide presentation
   b. newspaper advertising
   c. radio advertising
   d. television advertising
   e. brochures
   f. word of mouth
   g. other _____

2. What group of individuals do you feel gives your program the best support overall in all communities? (Please rank in order of support.)
   _____administration
   _____parents of students
   _____students enrolled in the program
   _____advisory committee
   _____business community
   _____faculty
   _____counselors
   _____other

3. What techniques do you use in recruiting students?
   a. assembly programs
   b. counselor recruitment
   c. individual student interviews
   c. media announcements/stories
   e. other _____

COSTS AND BUDGETS

1. What was the approximate total cost of your mobile unit including the structure and equipment needed?
   $_____ _____unknown

2. What is an approximate yearly total cost to move the mobile laboratory to the various different sites?
   $_____ _____unknown

3. What is the approximate yearly budget for the operation of your mobile unit? (include transportation of the unit, instructional materials, salaries, etc.)
   $_____ _____unknown

RECOMMENDATIONS

1. What are examples of positive comments received concerning the mobile laboratory?

2. What type of possible adverse reactions should a new mobile laboratory instructor be prepared to encounter when first developing the program?

3. Based upon your experience in mobile laboratory operation, what specific recommendations do you have for the possible implementation of a mobile unit in a state?

Thank you for your responses. Your cooperation with this project is greatly appreciated. If you have any questions regarding this questionnaire or project, call or write

Carla Jorgenson
365 Gamble Hall
UND
Grand Forks, ND 58201

We will accept reverse charge calls.
701/777-3507

APPENDIX C
Questionnaire to School Administrators

The University of North Dakota
GRAND FORKS 58201
DEPARTMENT OF BUSINESS AND VOCATIONAL EDUCATION
TELEPHONE (701) 777 2517

May 8, 1980

Mr. O.L. Peterson
Mott Public School
Mott, ND 58646

Dear Mr. Peterson:

Currently, a feasibility study of mobile distributive education laboratories is being conducted for the state of North Dakota. This study is being conducted with the support of the North Dakota State Board of Vocational Education, Distributive Education program area. These laboratories would house instructional facilities such as merchandise display units, individualized instructional reference materials, cash register terminals, and audio-visual self-contained modules. The laboratory could be moved from various sites throughout the year.

Other states have used the laboratories primarily to provide specialized marketing and distributive education programs in communities where an on-going distributive education program does not exist. The laboratories have been used to provide either simulated model store or actual school store learning experiences. The stores are generally open for business during certain hours or days. Merchandise is often supplied by local merchants on a consignment basis. Such realistic experiences provide on-the-job training in certain communities where an adequate number of part-time employment training stations may be lacking.

To assist state and local educational planners in identifying the existing local vocational administrations interested in the mobile laboratory concept, it is requested that the enclosed questionnaire be completed. Your response to this questionnaire will assist in the further study of the implementation of this concept.

Thank you for your assistance on this project.

Sincerely,

Donald Kohns
Project Director
Distributive Education

Carla Jorgenson
Project Coordinator
Mobile Laboratory Project

DISTRIBUTIVE EDUCATION MOBILE LABORATORY
FEASIBILITY STUDY

1. Is a distributive education program currently being offered by your school?
   Yes _____ No _____

2. What is the enrollment of the 11th and 12th grades in your high school?
   _____

3. Presently, is a mobile laboratory program in operation in your school system? Yes _____ No _____

4. If yes, please breifly describe the type of program being offered?

5. What is the approximate number of high school students currently employed part-time in a retail or marketing firm in your community?_____

6. In your opinion, are there sufficient numbers of part-time employment opportunities in retailing/marketing occupations for students seeking such employment in your community? Yes _____ No _____ Unknown _____

7. Assuming that funding would be available, please rate the degree of support that you have toward the mobile distributive education laboratory.

   A. Extensive
   B. Considerable
   C. Moderate
   D. Some
   E. None

8. Please indicate the length of time that you believe would be the most desirable time for an "on-site" instructional period for the mobile laboratory in your community. (Do not answer the question, if you responded to the "E" alternative to the above question.)

   A. 18 weeks
   B. 12 weeks
   C. 6 weeks
   D. Other _____
      (please identify)

If you wish to receive the results of this study and other information concerning the mobile laboratory concept, please indicate your name, school and address below. Thank you for your participation on this project.

Name _____

School _____

Address _____

_____

APPENDIX D
Recommendations from Vocational Educators

RECOMMENDATIONS FROM CLARE FALL

The Dakota County Distributive Education Program follows the curriculum from the handbook, Model Store, by Clare Fall. Ms. Fall is also the instructor at Dakota County Vocational Center. This curriculum is very versatile and can be used as the entire program or in conjunction with other resources. Ms. Fall spends one hour of her two-hour block each day on classroom instruction. The second hour is donated to model store activities.

The first four weeks of the semester are pre-simulation activities dealing with prepared memos. This orientation acquaints the students with the general duties of each department. One of the most important portions of the curriculum is "getting a job". Two weeks is usually donated to discussions and activities related to "getting a job"; for example, typing application letters, completing job applications and participating in job interviews.

There are three different positions within each department of the store organization; manager, sales personnel, and sales promoter. Each of these positions is also a part of the promotion, sales, and management teams.

The store is set up just as an actual retail establishment, with crafts of all kinds sold on consignment from local merchants. During the last two weeks of each quarter, the store is open to the public. A manager's office and sales promotion department are also contained within the store. These departments provide space in which these teams can work. Movable dividers are used to block off these office areas from the interior of the store.

RECOMMENDATIONS FROM RANDI SORENSON

The South Dakota distributive education mobile unit is set up on an eighteen week curriculum plan. The facility is used as both a classroom and model/school store. During the first fourteen weeks of the semester, classroom lectures, group discussions and presentations, simulation activities, and individualized learning activity packets (LAPS) are the methods of instruction used. The store is open to the public and operated entirely by the students during the last four weeks of the semester. During the four week operation, the unit is located in the business district.

The units of instruction taught in the South Dakota mobile laboratory program are listed below:

UNITS OF INSTRUCTION

Orientation

Career Exploration - self appraisal, Job O (Possible careers), schools/ further training.

Job Placement - job hunting, application letter, resume, application blanks, job interview, follow-up.

Economics - micro economics, profit, Free Enterprise System.

Merchandise Math - payroll, cash receipt journal, inventory check, stock control, mark-on price, order forms, monthly earning reports, checkbook balance, applications of percent, discounts, sale price, commission, making change, restaurant order forms, cash register operation.

Customer Behavior - human relations.

Communication - personal selling.

Creating an Image/Selling a Message.

Salesmanship - features and benefits, product knowledge, steps of the sale, techniques of effective selling.

Lettering - showcard lettering.

Display - principles of display, window display, interior display.

Advertising - radio, magazines/newspapers.

Establishing the New Store - location, building, equipment, lay out.

Financing and Organizing the New Store - ownership, raising capital, insurance.

Store Policies - service, credit, personnel, shoplifting.

Retail Recordkeeping - purchases, inventory, expense, sales.

Model Store - Last four weeks of the semester:

During the last four weeks of the semester, the Sales & Distribution students will operate a variety store. The store will be open Monday through Saturday. The merchandise is obtained from local merchants on consignment. The students will do their own selling, advertising, bookkeeping, inventory control, bank transactions, etc.. This is a very practical opportunity for the Sales & Distribution students to gain the knowledge and skill necessary to operate a small business through actual experience.

APPENDIX E
Blueprint and Equipment List
From Streater Store Fixture Company

UNIV. OF N.DAK.
DIST. ED. MOBILE CLASSROOM
MATERIALS LIST - EXCLUSIVE OF DECOR

EQUIPMENT LIST FOR THE SOUTH DAKOTA MOBILE UNIT

QUANTITY	DESCRIPTION
15	Single slotted wall mount standard
21	Double slotted wallmount standard
19	36" x 86" high woodgrain perf back panel
4	36" x 86" high woodgrain solid back panel
7	48" x 86" high woodgrain perf back panel
23	Top panels with brackets. 36" x 30" deep
2	Top panels with brackets. 48" x 30" deep
7	Plastic laminate end panel. 30" x 86" high.
21	Feet baffle assembly as per drawing
3	Baffle return assembly as per drawing
7	Fluorescent light fixtures, 8'- long
1	Fluorescent light fixtures, 4'- long
1	Fluorescent light fixtures, 3'- long
15	Fluorescent light tubes, 4'- long
2	Fluorescent light tubes, 8'- long
6	Carpeted wood bases. 3'- long x 13" deep. As per drawing (MATERIALS B/O) CARPET INCLUDED TO BE INSTALLED ON JOB.
32	Square feet 1/2" thick Cork Panel
3	6" high window display platform. Carpeted. Dimensions as per plan. (MATERIALS PURCHASED B/O, ASSEMBLED & INSTALLED ON SITE.)
3	Sets wrought iron rail and gates for window display platforms as per plan.
6	Fabric covered panels for window display area as per plan
3	Ceiling grid for window display area. Dimensions as per plan
1	Three way mirror. 7½" high x 43½" across x 19½" deep

QUANTITY	DESCRIPTION
2	Woodgrain backs. Perf. 30" x 41" high.
2	Woodgrain backs. Solid. 30" x 41" high.
2	Flush base, 30"
2	Half gondola caster kits, 30"
4	Plastic laminate end panel. 17" deep x 40" high
2	Plastic laminate top panel. 17" wide x 31½" long
2	Full vision showcases. On Casters. With plastic laminate cash register counter receiver.
275	Lineal feet firring strips
18	3'- hangrod
2	4'- hangrod
20	Pair hangrod end brackets, 12"
12	3'- x 10" reinforced glass shelves with brackets
2	3'- x 12" reinforced glass shelves with brackets
4	3'- x 14" reinforced glass shelves with brackets
2	4'- x 10" reinforced glass shelves with brackets
1	4'- x 12" reinforced glass shelves with brackets
1	4'- x 14" reinforced glass shelves with brackets
24	10" x 36" steel shelves with brackets
16	12" x 36" steel shelves with brackets
8	14" x 36" steel shelves with brackets
6	28" x 36" steel shelves with brackets
38	36" shelf lip insert
38	36" price ticket moulding insert

QUANTITY	DESCRIPTION
50	5" pegboard hooks
100	8" pegboard hooks
10	12" pegboard hooks
25	6" double hooks
100	Curved hooks
6	3" x 6" display platform
6	7" x 15" display platform
6	Pair magazine holders
12	Display easel
12	12" x 6" high plastic dividers
12	14" x 6" high plastic dividers
6	3" x 36" wire fronts
24	3" x 12" wire dividers
12	3" x 14" wire dividers
12	3" cross dividers
4	12" x 40" glass binning kits
1	Price marking stamp kit

Fixtures by Streater	
Decor materials & color coordination	$12,599.02
Freight	650.00
	$13,249.02

Plus installation - time & material
Plus North Dakota state & local taxes

APPENDIX F
Unedited Comments

Positive Recommendations

Good hands-on experience.
Practical, the students could transfer knowledge from here into many other areas.
Most small communities appreciate another store to shop from.

At this time we are organizing the mobile unit. Nevertheless, we have held some meetings with local, regional, and central, administrative and supervisory personnel as well as with members of the advisory committee and all participants express high interest in such projects and expect positive results.

Students have a skill in two weeks.

Economical method of education.
Students get "hands-on" training not found in most schools.
Adult programs are good.
Excellent support from schools and local communities.

Students and employers are very impressed.

Students enjoy training very much.
Employers give me positive reinforcement when approached.
Students who return for visits comment on the fact that the training was helpful in their employment.

Adverse Reactions

Negative attitudes by some education instructors such as - "Oh, the students get paid for attending class." (They receive a 5% commission on sales.)
They're not really in school, only fooling around downtown.

Before the mobile unit starts, it is required that the teacher will participate in an industry internship in order to develop the curriculum materials to be used according to the occupational needs of business, banking, and other sectors in the community.

Some reaction from local teachers where the unit is located.
Be prepared to travel.
Learn to work with local administration.

Our program is a disadvantaged program. We deal only with high school dropouts and adults that have not worked for a number of years. This (Adverse Reactions) would depend on the type of program you plan on putting in your mobile unit.

Recommendations

Although we have not entered the training of students in the mobile laboratory, it is advisable to consider the following factors before implementation. 1. Have a need of assessment report in the areas where the mobile unit will be located. 2. Geographic area to be served. 3. Recruitment and training of teaching personnel. 4. Selection of students to be served.

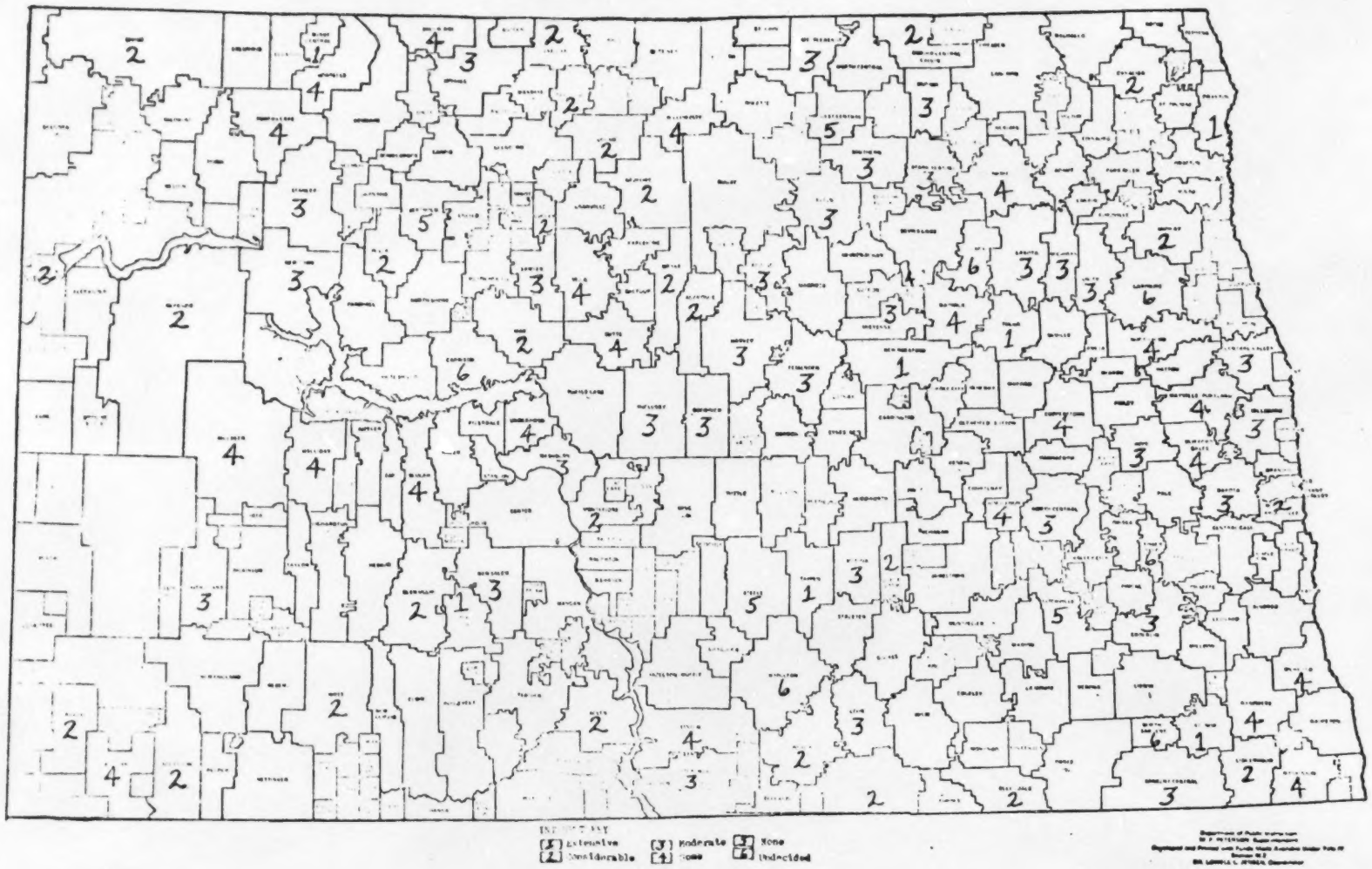
Because of the disadvantage of moving around the country, if you are to attract instructors (qualified) the pay salary should be enough to compensate.

Try to set it up so that new as well as replacement equipment can be purchased.

Organize a group of school districts, plan what you want, get a director to work out the details, obtain the cooperation needed, and get ready for lots of work and preparation.

APPENDIX G
Map of North Dakota School Districts

North Dakota School Districts



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